UNITED
NATIONS

E

Economic and Social
Council

Distr.
GENERAL

E/CN.4/1997/70
18 November 1996

ENGLISH
Original: ENGLISH AND FRENCH

COMMISSION ON HUMAN RIGHTS

Fifty-third session

Item 13 of the provisional agenda

IMPLEMENTATION OF THE PROGRAMME OF ACTION FOR THE THIRD DECADE TO COMBAT RACISM AND RACIAL DISCRIMINATION

Contribution of the United Nations Educational, Scientific and Cultural Organization

GE.96-14221

APPLICATION OF THE RESOLUTION CONCERNING THE IMPLEMENTATION OF THE DECLARATION ON RACE AND RACIAL PREJUDICE

REPORT BY THE DIRECTOR-GENERAL

SUMMARY

This document has been prepared on the basis of information gathered by the Director-General in pursuance of paragraph 2, subparagraphs (a), (b) and (c), of 20 C/Resolution 3/1.1/3, concerning implementation of the Declaration on Race and Racial Prejudice. It comprises a comprehensive report on the world situation in the fields covered by the declaration.

INTRODUCTION

1. This report has been prepared in pursuance of paragraph 2, subparagraphs (a), (b) and (c), of 20 C/Resolution 3/1.1/3, concerning implementation of the Declaration on Race and Racial Prejudice, adopted on 27 November 1978, and 22 C/Resolution 12.1. It covers the period of four years since the last report, published in document 26 C/104, dated 4 October 1991. This report is in five parts and contains annexes.

2. Part I briefly describes the procedures followed by the Secretariat in gathering information on the world situation in the fields covered by the declaration. Part II contains a summary of the replies received from Member States and governmental and non-governmental international organizations. Part III describes UNESCO's contribution to action to combat all forms of racism and to the construction of a society freed from apartheid. Part IV provides an overview of the world situation with regard to racism. Part V contains the conclusion. The annexes include the reference framework (Annex I); a list of the Member States that replied to the questionnaire (Annex II); a list of the intergovernmental organizations that did so (Annex III) and a list of the non-governmental organizations that did so (Annex IV).

I. PROCEDURES USED IN PREPARING THE REPORT

3. To be able to prepare a comprehensive report on the world situation in the fields covered by the Declaration on Race and Racial Prejudice, in compliance with the resolution on its implementation (20 C/Resolution 3/1.1/3), the Director-General invited UNESCO's Member States to communicate to him all necessary information concerning the steps taken to give effect to the principles set forth in the declaration.

4. In May 1995 he sent Member States a circular letter requesting them to let him have their replies by 30 June 1995 at the latest. In July 1995 a reminder was sent to those States that had not yet replied, extending the time-limit for replies to 7 August 1995. Similar letters were sent on the same dates to the international governmental and non-governmental organizations concerned. The replies received from Member States and international governmental and non-governmental organizations are available for consultation at the offices of the Division of Human Rights, Democracy and Peace, but in order to reduce the volume of General Conference documents they have not been included in this report.

II. SUMMARY OF THE REPLIES RECEIVED

A. Replies from Member States

5. Only 20 Member States replied within the deadline to the Director-General's request for information. This is the lowest number in all the surveys carried out and is fewer than half the number of replies in 1991 (44). The replies focused on the following points:

(a) Reference to international conventions

6. The States frequently referred to the international instruments to which they have acceded. These include the International Convention on the Elimination of All Forms of Racial Discrimination (Islamic Republic of Iran, Switzerland, Uruguay); the Convention against Discrimination in Education (Guinea); the International Labour Organization (ILO) Convention (No. 169) concerning Indigenous and Tribal Peoples in Independent Countries

(Mexico); the ILO Convention (No. 111) concerning Discrimination in Respect of Employment and Occupation; the International Covenant on Economic, Social and Cultural Rights; and the International Covenant on Civil and Political Rights (San Marino).

(b) Reference to national constitutions

7. Most countries quoted a passage from their constitution or other national instruments relating to human rights and action to combat racism. The new Constitution of South Africa recognizes the rights of all people in all fields. Finland is considering a draft amendment to its Constitution aimed at making all persons living on its territory more truly equal.

(c) Education

8. Egypt, South Africa, and Trinidad and Tobago have taken steps to ensure equality with respect to education. Germany, Mauritius and Uruguay have taken steps to promote education on human rights in school and to combat racism. With regard to universities, Uruguay has established a Chair of human rights at the Institute of Law and an institute for advanced doctrinal research on human rights. Germany encourages in-service human rights training for adults in the profession.

(d) Strengthening of the rights in UNESCO's fields of competence of persons belonging to minorities

9. The situation of minorities was dealt with at length by many countries, who have strengthened their legislation in that regard. Germany and Italy have taken steps to promote the cultural rights of minorities, the maintenance of their languages and closer links with the national authorities.

10. Finland has strengthened its Consultative Council on Romany Affairs, and in 1992 it established an education and culture unit for the Romany people. It has also taken steps to promote the cultural rights of the Sami people. Sweden has established a Sami assembly for the promotion of Sami culture.

11. In 1992 Trinidad and Tobago established the Centre for Ethnic Studies for the purpose of combating the discrimination and injustice suffered by people of African and Indian origin, the two largest ethnic groups in the country. This centre has launched three projects aimed at securing greater equality in education, employment and the media.

12. Mexico observed that it has a multicultural make-up and that its problems are ethnic rather than racial. The country has enacted new laws providing for the protection of indigenous peoples. With regard to education and information, it has issued a number of free publications on the indigenous peoples, established local radio stations in the indigenous areas and supported some 30 projects for communications installations. In 1991 it set up for the indigenous peoples a programme whose purpose is to receive complaints of discrimination and provide legal assistance to victims of it.

(e) Sanctions against racism

13. A number of countries have strengthened their criminal legislation. Italy has banned racist and extremist organizations and associations. Germany, which had previously adopted a similar measure, has achieved encouraging results. Switzerland has adopted new measures against racial discrimination and has also included them in its Military Code. Uruguay, which in

1989 introduced an article criminalizing incitement to hatred, contempt and violence, has increased the length of prison sentences applicable to such crimes. Finland has strengthened its provisions regarding discrimination against minority groups.

(f) Action taken under an international or regional programme

14. Various initiatives have been taken to implement international activities. Sweden and Switzerland, in 1994, and San Marino, in 1995, established bodies for the launching of the Council of Europe campaign to heighten awareness of racism and xenophobia. San Marino and Switzerland are participating actively in the work of the Council of Europe's committee of experts on racism and intolerance.

15. In Uruguay, within the framework of the United Nations Decade for Human Rights Education, a working group composed of representatives of a number of ministries has proposed the launching in schools of a campaign to promote awareness of human rights.

B. Replies from the United Nations and its Specialized Agencies

16. The United Nations held the World Conference on Human Rights at Vienna in June 1993 and observed that the elimination of racism and racial discrimination remains a priority objective for the international community. It has requested governments to take all possible measures to combat this phenomenon. The United Nations General Assembly has decided to proclaim the Third Decade to Combat Racism and Racial Discrimination and has adopted a Programme of Action (General Assembly resolution 48/91, of 20 December 1993). The Human Rights Commission has appointed for a period of three years a special rapporteur on present-day forms of racism, racial discrimination, xenophobia and intolerance (resolution 1992/20 of 2 March 1993).

17. The World Bank pointed out that its mission is to reduce poverty in the world by promoting economic development. The principles stated in the declaration are indirectly included in its policy. In 1991 it issued Operational Directive No. 4.20, on policies and procedures to be followed in projects aimed at helping indigenous populations to achieve development. The directive was addressed to World Bank staff and stipulated that development plans for such populations must take into account their culture and values and encourage protection of their rights.

18. The International Labour Organization (ILO) drew attention to its many conventions concerning discrimination. On 22 June 1992 ILO adopted a 'resolution concerning the role of ILO in the protection and promotion of the rights of immigrant workers and their families', in which it expressed 'concern about acts of racism and xenophobia and the discrimination in employment to which migrant workers may sometimes be exposed'. It therefore invited governments 'to take appropriate action which may include legislation to combat all acts of racism and xenophobia against migrant workers, and to intensify information and educational activities to this end'.

19. The World Tourism Organization (WTO) has prepared a draft manifesto against organized sex tourism that emphasizes the importance of the factor of economic and social inequality between countries.

20. The Universal Postal Union (UPU) observed that the principle of equal access for all human beings to postal services, without distinction with regard to race, colour or origin, is a mainstay of its action. Pursuant to the Declaration on the Granting of Independence to

Colonial Countries and Peoples (1960), UPU has created priority activity programmes for newly independent countries, refugees, non-self-governing territories and the least-developed countries (LDCs).

21. Finally, a number of specialized institutions stated that the Declaration on Race and Racial Prejudice did not come within their area of competence (the Food and Agriculture Organization of the United Nations (FAO), the International Atomic Energy Agency (IAEA), the International Monetary Fund (IMF), the International Maritime Organization (IMO), the United Nations Industrial Development Organization (UNIDO)).

C. Replies from intergovernmental organizations

22. Ten intergovernmental organizations replied to the Director-General's invitation. The most significant contribution was from the Council of Europe, which in 1993 launched a plan of action to combat racism, xenophobia, anti-Semitism and intolerance. This plan has a triple strategy: (i) raising the awareness of the public at large, with emphasis on youth, through the launching of a broad 'European youth campaign' ('All different-all equal'); (ii) reinforcing guarantees against all forms of discrimination, in particular through the establishment of a committee of experts on racism and intolerance; (iii) strengthening intergovernmental co-operation within the Council of Europe to combat racism, xenophobia, anti-Semitism and intolerance.

D. Replies from international non-governmental organizations

23. Replies were received from 47 non-governmental organizations. This number is lower than in 1991, when 67 replies were received. Many organizations deplored the rising tide of racism and xenophobia throughout the world.

24. Two themes were often mentioned with regard to the activities of these organizations: (i) work in the field in favour of racial equality in South Africa. The organizations drew attention to the activities they have undertaken in the past and said they remained vigilant with respect to the development of human rights in South Africa; (ii) participation in the United Nations Year for Tolerance. The organizations felt deeply concerned by the problem of intolerance and had many activities under way: surveys and inquiries on the causes of intolerance and the means of combating it, games for children, the organization of seminars and the publication of brochures.

25. A number of organizations provided information of particular interest, for:

the International Federation of Journalists established, in 1994, an international media working group against racism and xenophobia. The aim of the group is to develop a code of conduct for the media and journalists with respect to racism they encounter in their work or directed against them;

the World Association of Girl Guides and Girl Scouts (WAGGGS) has prepared 12 teaching packages for officials of the association in 130 countries. The package entitled 'Racism' is aimed at helping the officials to understand what racism is, to learn to identify it, and to be able to deal with it in order to acquire a good opinion of other races.

Caritas Internationalis participated actively in the 1995 World Summit for Social Development and at its latest General Assembly renewed its commitment to the combating of all forms of exclusion and racial discrimination and poverty and its causes;

the World Union of Catholic Women's Organizations (WUCWO) is very active on the ground in various ways; it endeavours to encourage new laws, particularly in favour of foreigners and indigenous populations, and to introduce social and educational programmes aimed at ensuring a better approach to difference. In 1994 it launched a project aimed at promoting interest and tolerance between the peoples of different races;

the European University Centre for Peace Studies (EUCPS), which provides courses on racism, xenophobia and peace, held an international conference in June 1995 on racism, violence and discrimination, which adopted the Schlaining Declaration, the purpose of which is to revise the concept of race;

Jewish organizations continue, quite naturally, to be concerned with issues of racism and anti-Semitism and have made a very significant contribution to the fight against those particularly grave infringements of human rights. The B'nai B'rith World Centre, for instance, noted for the period 1991-1994 a rise in anti-Semitism and stressed that '... one of the problems preventing prosecution is the lack of special laws punishing the manifestation of neo-Nazism or the vagueness of existing laws. The legislation in many countries ... was not prepared for the rise of these phenomena. Another problem is the leniency of the law against offenders, or, in some cases, inability or reluctance of the authorities to prosecute'. B'nai B'rith World Centre drew attention to various measures and concrete action that had been taken in various countries in recent years to combat anti-Semitism. The Consultative Council of Jewish Organizations (CCJO) stated that its analysis of 'racism in Europe: nature and form' is based essentially on the fact that reference to race always tends to worsen behaviour, and stressed that it is important not to limit educational or legislative action to manifestations of racism but also to seek to discover their psychological and philosophical source, and to denounce their harmfulness not only by highlighting their consequences but also by combating the original evil.

26. It will be noted that the number of replies received is lower than for the preceding report (26 C/104), in particular from Member States. On the whole, the replies were too general, and those from States often merely reiterated constitutional articles or support for the principles of the declaration. The reports were often not very precise, and many mentioned activities undertaken prior to the period under review in this report. Nevertheless, the subject remains of great interest, given that nearly all the replies noted a rise in racism and intolerance throughout the world.

III. UNESCO's CONTRIBUTION TO ACTION TO COMBAT ALL FORMS OF RACISM AND TO THE CONSTRUCTION OF A SOCIETY FREED FROM APARTHEID[1]

27. For the period 1991-1995, UNESCO's action in fulfilling its task of combating all forms of racism, assigned to it by Article I of its Constitution, is to be seen within the context of 26 C/Resolution 7.1, Major Programme Area VII: 'UNESCO's contribution to peace, human rights and the elimination of all forms of discrimination', adopted on 2 November 1991, and 27 C/Resolution 5.13, 'Contribution to the construction of a democratic, non-racial, apartheid-free society in South Africa', adopted on 11 November 1993, and also in the context of the Second Decade (1983-1993) and Third Decade (1993-2003) to Combat Racism and Racial Discrimination, proclaimed by the United Nations General Assembly in resolutions 38/14, of 22 November 1983, and 48/91, of 20 December 1993.

A. General contribution to the elimination of all forms of racism

(a) Implementation of normative instruments

28. In the field of education, normative action related to the Convention and Recommendation against Discrimination in Education (1960) and the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974) contributed also to the implementation of the Declaration on Race and Racial Prejudice.

29. At its twenty-seventh session the General Conference adopted in resolution 1.9 the procedures focusing the consultation process and the final report of the sixth consultation on basic education of four specific population groups including women and girls, persons belonging to minorities, refugees and indigenous people, i.e. groups which deserve particular attention in the struggle against discrimination in education and in the efforts to ensure that education in its broad sense enables all men and women to recognize that they should respect the right of all groups to their own cultural identity and the development of their distinctive cultural life within the national and international contexts, as is provided for by Article 5.1 of the Declaration on Race and Racial Prejudice.

30. As concerns action relating to the 1974 Recommendation, it should be noted that the Sexennial Report on the progress achieved in the implementation of the Recommendation (26 C/32) also deals with the growing significance of multicultural and intercultural education as one of the priority areas and aspects of international education.

31. In particular, the Sexennial Report draws the attention of Member States to the fact that the emergence of multicultural societies is often accompanied by a series of new problems: renewed racial, national and ethnic prejudices, newly invented adverse images of other peoples and countries, redesigned forms of more subtly expressed racism and discrimination against ethnic, cultural and linguistic minorities. In this connection, the Sexennial Report provides a

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[1] To obviate the need to repeat information contained in other reports by the Director-General to the General Conference, this report should be read in conjunction with, in particular, documents 28 C/24 and 27 C/114, entitled 'Implementation of 22 C/Resolution 18.4, concerning UNESCO's contribution to peace and its tasks with respect to the promotion of human rights and the elimination of colonialism and racism: Report by the Director-General' and the reports by the Director-General referred to therein. Document 28 C/120, entitled 'Implementation of 28 C/Resolution 5.9 concerning education for human rights and democracy: Report by the Director-General' may also be consulted.

number of examples aimed at furthering intercultural education at all levels and in all forms of education.

(b) Meetings

32. In the Declaration of the 44th session of the International Conference on Education (Geneva, October 1994) the Ministers of Education of UNESCO's Member States expressed their deep concern about the manifestations of violence, racism, xenophobia, aggressive nationalism and violations of human rights. They emphasized that 'educational policies have to contribute to the development of understanding, solidarity and tolerance among individuals and among ethnic, social, cultural and religious groups and sovereign nations'.

33. They decided to strive 'to establish in educational institutions an atmosphere contributing to the success of education for international understanding, so that they become ideal places for the exercise of tolerance, respect for human rights, the practice of democracy and learning about the diversity and wealth of cultural identities'. They also decided to pay special attention to improving curricula, the content of textbooks, other educational materials and teacher-training programmes with a view to educating caring and responsible citizens, open to other cultures and respectful of human dignity and differences, as is provided for in Article 5.2 of the Declaration on Race and Racial Prejudice.

34. Among policies and lines of action the Draft Integrated Framework of Action on Education for Peace, Human Rights and Democracy, prepared by the 44th session of the International Conference on Education, provides for (i) incorporating into curricula at all levels of education, problems of racism and the history of the fight against all forms of discrimination and exclusion; (ii) making the necessary revisions to textbooks to get rid of negative stereotypes and distorted views of 'the other'; (iii) strengthening foreign language cultures; (iv) promoting direct contacts and regular exchanges between pupils, students and teachers and other educators in different countries or cultural environments.

35. A symposium entitled 'Xenophobia', organized by the *Association des Amis de 'Passages'* (ADApes) in collaboration with UNESCO, the Paris Municipality, the French Ministry of Foreign Affairs, the Ministry of Culture and the French Language, the Social Action Fund, the Ile-de-France Regional Council, the Association of Asian and African Writers and the Anti-Defamation League, was held at UNESCO on 14 and 15 October 1993.

36. The discussions focused on the following four themes: 1. Immigration in France and Europe; 2. Religious fundamentalism and society; 3. The resurgence of nationalism in Europe; 4. Revisionism and negationism: contemporary forms of anti-Semitism (the symposium proceedings have been published under the direction of Emile Malet, *La Xénophobie. Xenophobia*, Paris, UNESCO/Passages, 1994, 478 pp.).

37. In collaboration with the German Commission for UNESCO, UNESCO and the Centre for Studies on Turkey (Germany) organized an international workshop on the theme 'Migrants in the European Union: between integration and xenophobia', which was held in Bonn (Germany) on 14 and 15 November 1994.

38. On this occasion, possible methods of integrating foreigners and combating the discrimination, hostility and acts of brutal aggression to which they are exposed were examined in the context of events that have occurred in the European Union. These problems were considered from various angles in order to ensure full coverage of all viewpoints.

39. An international seminar on 'new forms of discrimination; immigrants, refugees, minorities' (Olympia, Greece, 13-14 May 1994) was organized jointly by UNESCO and the Marangopoulos Foundation for Human Rights, with the participation of experts from 12 countries (Bulgaria, France, Germany, Greece, Hungary, Israel, Norway, Poland, Romania, Switzerland, Ukraine and the United Kingdom) and representatives of the main intergovernmental organizations engaged in action to combat discrimination. The participants focused on three main subjects: discrimination against immigrants, protection of refugees and prevention of discrimination against minorities. (The proceedings of the seminar have been published under the title: 'Nouvelles formes de discrimination. New forms of discrimination'. Paris, Editions A. Pédone, Publications of the Marangopoulos Foundation for Human Rights (FMDH), series No. 2, 1995, 310 pp.)

40. UNESCO took part in a seminar entitled 'Exclusion, equality before the law and non-discrimination', organized by the Secretariat of the Council of Europe in collaboration with the Messina Intercentre and held at Taormina-Mare (Italy) from 29 September to 1 October 1994. The discussions revolved around the following three points: identification of the main manifestations of exclusion; action against manifestations of exclusion, and the law; the search for genuine solutions to the problem of exclusion. (The proceedings of the seminar were published by the Council of Europe Press in 1995.)

(c) Publications

41. Among teaching materials concerned with the educational aspects of the Declaration on Race and Racial Prejudice, and prepared during the 1992-1993 and 1994-1995 biennia, mention should be made of:

A sense of belonging. Guidelines for values for the humanistic and international dimension of education;

Guidelines for curriculum and textbook development in international education;

La culture démocratique: un défi pour les écoles. Contains practical examples from eight countries on how to promote education for democracy, human rights, non-violent resolution of conflict and intercultural learning from pre-school education to teacher training. UNESCO, 1995, 152 pp., with illustrations (French version already available, English version will be available by end 1995);

A new partnership: indigenous peoples and the United Nations system. Educational studies and documents, No. 62, by Judith Zinsser. This issue presents the struggle of indigenous peoples for human rights; the contributions of the United Nations system in favour of their rights and guidelines to enhance teaching about indigenous peoples. UNESCO, 1994, 120 pp., with illustrations.

42. During the 1992-1993 biennium, UNESCO sponsored the preparation and publication in English and French of a report titled *Language policies for the world of the twenty-first century*. Among other things, the report provides for policies and measures aimed at ensuring, through language teaching, more positive thinking and attitudes towards representatives of other races and ethnic groups, less ethnocentric views and a less stereotyped vision of others.

(d) Protection of minorities and non-discrimination against them

43. During the 1994-1995 biennium, practical manuals have been prepared for promoting minority languages and teaching in mother tongues, in particular in Africa. The main aim of the manuals is to ensure full observance of the linguistic and cultural rights of all persons belonging to different national, ethnic, cultural and religious groups, thus providing the necessary grounds for better interracial, inter-ethnic and intercultural understanding.

44. In this connection it may be recalled that an international meeting on elucidating the links between the concepts of the rights of peoples, self-determination and cultural identity, organized by UNESCO (in co-operation with the Institute of Juridical Sciences of the Academy of Sciences of Hungary) was held in Budapest (Hungary) from 25 to 29 September 1991, giving particular attention to the problem of the cultural identity of ethnic minorities and the protection of their rights in the fields of culture and education.

45. The work (in French) *Les droits culturels. Une catégorie sous-développée des droits de l'homme*, based on the conclusions of an international symposium on cultural rights organized, in co-operation with UNESCO, by the Interdisciplinary Centre on Ethics and Human Rights of the University of Fribourg (Switzerland), was published by the centre in November 1993 with financial assistance from UNESCO.[1]

(e) Associated Schools Project

46. During the period covered by this report, several institutions participating in the UNESCO Associated Schools Project (ASP) network, which now comprises 3,200 institutions in 124 Member States, carried out activities to promote peace and eradicate racial prejudice. The bulletin 'International Understanding at School' may be consulted in this connection.

47. It may further be noted that the first of the booklets entitled 'Come visit our country' in a new series of teaching materials designed to promote multicultural education have been published. The booklets are on Sweden, India, Morocco and Senegal. Others, on Bulgaria, Indonesia, the Russian Federation and Turkey, are scheduled.

48. Some 400 pupils and teachers from the nine countries bordering on the Baltic met in Kotka (Finland) from 7 to 11 September 1992 at the invitation of the Ministry of Education of Finland and the Finnish National Commission for UNESCO for a workshop on the UNESCO/INISTE Baltic Sea Project. Participants exchanged information on the educational innovations adopted in their countries with a view to alleviating the environmental problems of the Baltic Sea and promoting intercultural education in that subregion.

49. Preparations have been made for seven subregional Children's Culture of Peace Festivals to be held in 1995 in connection with the fiftieth anniversary of the United Nations and UNESCO. The first festival was held in Chios, Greece, from 20 to 25 May 1995, bringing together some 50 children from seven Balkan countries. The festival resulted in a children's appeal to world leaders for peace, tolerance, respect for human rights and the environment and intercultural exchanges.

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[1] *Vide* document 144 EX/15 of 5 April 1994 entitled 'Protection and promotion of the cultural rights of persons belonging to minorities in UNESCO's fields of competence', which deals with (a) minorities and (b) indigenous populations, within the framework of UNESCO's activities.

B. Specific contribution to the elimination of apartheid and to the construction of a society freed from apartheid

(a) UNESCO's action during the democratic transition period 1992-1994[1]

50. In February 1992, UNESCO awarded the first Houphouët-Boigny Peace Prize jointly to Mr Nelson Mandela and the then State President now Vice-President Mr F.W. De Klerk to mark international support for their joint responsibility in negotiating a total end to apartheid.

51. In October 1993 Mr Nelson Mandela addressed the Executive Board as President of the ANC and invited UNESCO to open an office in South Africa forthwith in order to help the democratic forces of the country dismantle apartheid in the major problem areas of education and the marginalization of young people. This office was opened by UNESCO early in 1995.

(i) Meetings

52. Among the activities undertaken in South Africa to assist in the establishment of new structures in a society freed from apartheid, mention may be made of the intellectual, technical and financial assistance provided for the organization of symposiums such as the conference on 'Culture and Development' (Johannesburg, 1993) and the international seminar 'Role of Culture in the Prevention and Resolution of Conflicts' (Gaborone, Botswana, 1995).

53. The purpose of these symposiums was to ensure that all members of civil society are involved in the development process, whatever their cultural, ethnic or racial background.

54. UNESCO took an active part in the conference on 'Ethnicity, identity and nationalism in South Africa: comparative perspective' (Grahamstown, 20-24 April 1993), with the representative of UNESCO chairing the Commission on Nationalism and Local Identity. His contribution consisted mainly in situating the Organization's action within the context of the building of a South African nation on the basis of the practical realities of multi-ethnic societies.

55. UNESCO took part in the conference on 'Culture and development' (CDC) (Johannesburg, 25 April-2 May 1993) at the invitation of the African National Congress (ANC). Participants stressed the need for a ministry of culture and for the establishment of an independent national commission, headed by an executive composed of leading figures with a recognized interest in culture, to be responsible for the financing of activities while at the same time sharing responsibility for the country's cultural policy.

56. As a contribution to reflection on needs for a society freed from apartheid, an international meeting on the role of religions and religious institutions in dismantling apartheid was held in UNESCO in co-operation with the World Council of Churches in Geneva, Switzerland, from 23 to 25 November 1991. The results of this conference were published in 1993.

(ii) Publications

57. A special issue of the 'UNESCO Courier' (February 1992) was devoted to apartheid. The issue is entitled 'Apartheid. The beginning of the end'. It may be noted that the 'UNESCO Courier' is a monthly magazine published in 36 languages and that it has made an undeniable

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[1] *Vide* document 27 C/114 referred to above.

contribution to the work of informing the public about human rights and the fight against racism, racial discrimination and the apartheid regime.

58. A work entitled *Plus haut que l'espoir, une biographie de Nelson Mandela* was published in 1993 by *Editions Présence africaine* with the financial support of UNESCO.

59. A study to identify and analyse the state of information on the scope of pertinent research and types of methodology used to explain ethnicity and identify consciousness and their influence on the building of a new democratic society was carried out in 1993, with the financial assistance of UNESCO by the Centre for Social Development Studies of the University of Natal, Durban, South Africa.

(b) UNESCO's action in a democratic South Africa

60. Between April 1993 and April 1994, UNESCO carried out more than 12 missions to South Africa in response to invitations to attend international or national meetings and conferences and to consult the country's national agencies, non-governmental organizations, universities, etc., to prepare for future collaboration in a country so long isolated from the international community.

61. During the first democratic elections, in April 1994, UNESCO participated directly in two areas: voter information and media observations. The Special Programme for South Africa Unit provided voter information in four languages (Zulu, Sotho, Afrikaans and English) through innovative computerized info-kiosks made available 24 hours a day to the city population and urban workers in Johannesburg.

62. In the field of media observation, UNESCO, after consultations with the special representative of the United Nations Secretary-General in South Africa, Ambassador L. Brahimi, provided its special presence to help monitor press freedom before and during the historical elections which took place on 26, 27 and 28 April 1994. This work of monitoring was done at two levels. Firstly, the Organization, through its Regional Adviser for Communications in southern Africa in Windhoek, worked closely in Johannesburg with the South African media and electoral structures set up to ensure the free flow of information in order to make possible a free and fair general election throughout the country. These structures included the Independent Media Commission, the Independent Broadcasting Authority and the Media Monitoring Project. Secondly, the Regional Adviser for Communications also represented UNESCO in the Complaints Commission on Freedom of the Press in South Africa which was set up to provide an objective, international panel where the general media could register complaints and seek arbitration. The Adviser's specific task there was to assist the International Press Institute to receive, verify and publicize complaints about the intimidation of journalists during the final stages of the election campaign.

63. On 12 December 1994, South Africa formally rejoined UNESCO. As its 183rd Member State the Ministry of Foreign Affairs in Pretoria extended full diplomatic accreditation to the Director-General's special representative.

64. At the invitation of the University of Cape Town's 'Project for the Study of Alternative Education in South Africa' (PRAESA), a staff member from the 'Special Programme' took part in the 'National Conference on Primary School Curriculum Initiatives', held in Durban from 4 to 7 July. At the conference, he described the programmes of the Education Sector and joined with the meeting's South African organizers and participants in considering ways in which UNESCO might co-operate and provide assistance, given its long experience,

particularly its practical experience in Africa, in dealing with educational matters in countries that have recently become more democratic.

65. In October-November 1994, UNESCO's International Institute of Educational Planning (IIEP) organized a workshop of orientation in South Africa, in Johannesburg, in close collaboration with national institutions. The programme was constructed around some central points related to the reorganization of the administration of a new, non-racist educational system in South Africa.

(i) Action in the field of communication

66. Convinced that free and pluralist media can play a central role in building a society freed from apartheid based on tolerance and the participation of all, UNESCO has been stepping up its efforts to facilitate the emergence of new media structures in South Africa. Even before the official dismantling of the apartheid regime, UNESCO supported the participation of black media practitioners from South Africa in regional training courses and media events.

67. In 1994, UNESCO helped prepare a staff training programme for the Transkei Broadcasting Corporation, which had been, since 1988, the only media institution inside South Africa with an openly anti-apartheid stance. With a view to contributing to South Africa's reintegration into the international community, UNESCO co-operated with the United Nations Department of Public Information and the Centre for Southern African Studies at the University of the Western Cape in the organization of a seminar on the image of the United Nations in South Africa (Cape Town, February 1994). Close co-operation was established with the South African Broadcasting Corporation, and the South African Students' Press Union which co-ordinated the launching in 1994 of an experimental project in FM broadcasting (using UNESCO-designed transmitters) from university campuses.

68. Before and during the April 1994 elections, UNESCO participated in monitoring the press freedom situation and in the assessment of the operations of the South African Broadcasting Corporation during this period. In the same context, a training course was organized for photo journalists from various regions for the election coverage.

69. At present, UNESCO is helping to implement a new programme for the training of journalists and strengthening of media structures to meet the requirements of a post-apartheid society. A major role in this endeavour is played by the Media Institute of Southern Africa (MISA) through its Johannesburg office. Established in 1993 in Windhoek, Namibia, this regional institution has been supported by UNESCO, the Swedish International Development Authority (SIDA) and the Danish International Development Assistance (DANIDA). Assistance has also been given to the Film and Allied Workers Organization (FAWO) for the establishment of community film and video centres in South Africa.

70. In February 1995, UNESCO participated in the Freedom of Information Conference, organized in Grahamstown by the Department of Journalism and Media Studies at Rhodes University and the Institute for Multi-Party Democracy.

71. With a view to contributing to adequate information management in the post-apartheid society, UNESCO's General Information Programme (PGI) in co-operation with the International Federation of Library Associations and Institutions (IFLA) provided assistance for the organization of a seminar on the national information strategy (Durban, South Africa, January 1995).

(ii) Promotion of human rights

72. As part of its programme to promote and disseminate international human rights instruments, UNESCO translated the Universal Declaration of Human Rights (1948) into three languages used in South Africa - Zulu, Xhosa and Sotho. It published these translations in 1995.

73. Finally, in 1994 UNESCO established a Chair in the culture of peace and preventive diplomacy at the University of Durban-Westville in South Africa. Another Chair more specifically related to human rights is to be established at the University of Fort Hare.

IV. OVERVIEW OF THE WORLD SITUATION WITH REGARD TO RACISM

74. We thought racism had disappeared forever, or at least that it was in the process of doing so. We are obliged to note, despite incontestable progress, the recrudescence of violations of human rights in the world, the upsurge of racism, racial discrimination and xenophobia and the intolerance associated with them that are striving to re-emerge from their ashes with new vehemence not only in their form of systematic or flagrant mass violations of human rights in a veritable paroxysm of racism, but even, almost everywhere in the world, in the form of everyday racism.

75. Indeed, on the very threshold of the twenty-first century, we have actually witnessed the brazen application of the so-called principles of purification or ethnic cleansing that we believed had been banished forever from the memory of humankind. The reports (some 15 from 1992 to 1995) by Mr Tadeusz Mazowiecki, Special Rapporteur of the United Nations Human Rights Commission on the situation of human rights in the territory of the former Yugoslavia, are particularly illuminating.

76. What we see here is systematic, large-scale ethnic cleansing that verges on genocide. The atrocities committed reveal a plan, a method and a certain co-ordination on the part of the highest authorities.

77. Ethnic cleansing usually follows shortly after the occupation of a zone. Its aim is to make the population leave the region they occupy to create a region that is ethnically homogeneous, and it entails recourse to systematic executions, detention in concentration camps and the deportation and displacement of populations. In some cases, the victims are confined in villages that are transformed into veritable ghettos.

78. Elsewhere, particularly in central Africa (Rwanda and Burundi), we witness large-scale inter-ethnic massacres, and the investigations carried out seem to confirm the existence of genocide, according to Mr René Degni-Séguy,[1] Special Rapporteur of the United Nations Human Rights Commission on the situation in Rwanda.

79. The massacres are on a scale unequalled both in time and space: they are unprecedented in the history of central Africa and even the whole of Africa. They are systematic: no one escapes, not even the newborn. The victims are hunted down everywhere, even in places of

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1 *Vide* reports on the human rights situation in Rwanda, submitted by Mr R. Degni-Séguy, Special Rapporteur of the Human Rights Commission, in pursuance of paragraph 20 of resolution S-3/1 of 25 May 1994; E/CN.4/1995/7 of 28 June 1994; E/CN.4/1995/12 of 12 August 1994; E/CN.4/1995/70 of 11 November 1994.

worship. The atrocities present an unbearable sight: the victims are hacked to death with knives, machetes and hatchets, battered with clubs and iron bars.

80. Opposite these mass manifestations of racism are others we must not overlook - manifestations that are just as dangerous, i.e. everyday racism and xenophobia, which, here and there, if not everywhere in the world, are destroying good neighbourly relations between individuals and peoples and inducing hostile behaviour that can go as far as the murder of another person because of his or her skin colour, ethnic group, sex, language or religion.

81. In some countries, in spite of the official abolition of racial segregation and the existence of laws to combat racial discrimination, racism remains an often serious daily problem. Very many of the victims of racism - foreigners, migrants, even nationals - continue to live in deplorable conditions, without security or stability both in their work (which is generally menial) and in their housing (which is generally mediocre and insalubrious). They are the classic victims of police brutality. Health services and the education system are very often unfavourable to them and treat them as unequal to the majority population. The same frequently applies as regards the administration of the law, specifically penal law and capital punishment.

82. Finally, we would point out that in a number of countries there is evidence of the emergence of extreme right wing movements and organizations and small neo-Nazi groups that are contributing to the birth and development of a state of racial hatred and racist violence. It is fitting therefore, in line with General Assembly resolution 49/145, to reaffirm 'once again the need to intensify the struggle for the elimination of racism and racial discrimination throughout the world, especially its most brutal forms'.

V. CONCLUSION

83. We are witnessing a clear rise in racism and xenophobia in the world, even though it has just been proved in South Africa that racism in its institutionalized form of apartheid can be vanquished and dismantled.

84. Moreover, the international community seems determined to face up to ethnic cleansing and genocide, since two significant United Nations Security Council resolutions have given it institutions to punish mass violations of human rights. They are, firstly, the International Tribunal for the Prosecution of Persons Responsible for Serious Violations of International Humanitarian Law Committed in the Territory of the former Yugoslavia (resolution 808 (1993) of 22 February 1993) and secondly, the International Criminal Tribunal for the Prosecution of Persons Responsible for Genocide and Other Serious Violations of International Humanitarian Law Committed in the Territory of Rwanda and Rwandan citizens responsible for genocide and other such violations committed in the territory of neighbouring States ... (resolution 955 (1994) of 8 November 1994). Furthermore, the United Nations General Assembly in its resolution 49/53 of 9 December 1994, took effective measures to set up an international criminal court, and, in resolution 48/141 of 20 December 1993, decided 'to create the post of the United Nations High Commissioner for Human Rights' whose work will make a particularly vigorous contribution to the promotion and protection of all human rights and thus to the fight against racism, racial discrimination, xenophobia and intolerance.

85. In any case it is clear that a great deal remains to be done, which means that the international community, particularly UNESCO, must remain vigilant and continue working untiringly to promote and protect human rights. This is the context framing UNESCO's

Medium-Term Strategy for 1996-2001 (28 C/4), a period during which it will continue its work to promote human rights and combat discrimination, having 'taken the lead within the United Nations system in a real "crusade" against intolerance. The achievements of the United Nations Year for Tolerance, proclaimed on UNESCO's initiative by the United Nations in 1995, and research carried out throughout the world on new forms of discrimination and ways of combating them, will serve as a basis for UNESCO's efforts to involve an increasing number of partners in promoting the idea, and above all the practice, of "active" tolerance, which implies the desire to get to know other people, to understand what makes others different and to show regard for that difference'. It is in that perspective that it will continue its efforts to identify and analyse sources of discrimination and prejudice and seek effective means of preventing them with a view to continuing to contribute during the forthcoming biennium to the implementation of the Programme of Action for the Third Decade to Combat Racism and Racial Discrimination (1993-2003) and the Programme of Action to follow up the World Summit for Social Development.

ANNEX I

GUIDELINES

A. General measures taken or encouraged:

1. in the fields of culture, education and information (Article 5 of the Declaration);

2. to contribute to the elimination of apartheid and other policies and practices of racial segregation and discrimination (Article 4 of the Declaration);

3. to prevent, prohibit and eradicate, *inter alia* through legislation, racism, racist propaganda, racial segregation and apartheid (Articles 6 and 7 of the Declaration).

B. Special or 'remedial' measures taken or encouraged:

1. with a view to ensuring equality in dignity and in rights for socially or economically disadvantaged population groups (Article 9, paragraphs 1 to 3, of the Declaration);

2. with a view to eliminating existing imbalances in international economic relations, which contribute to the exacerbation of racism and racial prejudice (Article 9, paragraph 4, of the Declaration).

C. Initiatives taken:

1. to disseminate the main conclusions of the most pertinent research work undertaken in the human, social and economic sciences, particularly among national or local political leaders responsible for initiating laws and empowered to take measures of a political, legal, economic, social, cultural and educational nature (Article 6, paragraph 2, of the Declaration);

2. to implement broadly based educational and research programmes designed to combat racial prejudice and racial discrimination (Article 6, paragraph 3, of the Declaration);

3. to encourage specialists in the natural and social sciences and cultural studies, as well as scientific organizations and associations, to undertake objective research on a wide interdisciplinary basis (Article 8, paragraph 2, of the Declaration);

4. to evaluate the results of legal, administrative, political, economic or social measures taken to implement the Declaration and of experimental social research undertaken at the local and national levels in order to obtain a clearer perception of the ways in which the society of the country functions, particularly as regards relations between groups (Articles 7 and 8, paragraphs 1 and 3, of the Declaration).

ANNEX II

MEMBER STATES THAT RESPONDED TO THE DIRECTOR-GENERAL's REQUEST FOR INFORMATION

Belgium
Canada
Colombia
Egypt
Finland
Germany
Guinea
Iran, Islamic Republic of
Italy
Kuwait
Malaysia
Mauritius
Mexico
San Marino
South Africa
Sri Lanka
Sweden
Switzerland
Trinidad and Tobago
Uruguay

ANNEX III

INTERGOVERNMENTAL ORGANIZATIONS THAT RESPONDED TO THE DIRECTOR-GENERAL's REQUEST FOR INFORMATION

African, Caribbean and Pacific Group of States
Council of Europe
International Centre for the Bantu Civilizations
International Organization for Migration
Organization for Economic Co-operation and Development
Organization for Security and Co-operation in Europe
Organization of African Unity
Organization of American States
South Asian Association for Regional Co-operation
University for Peace

ANNEX IV

NON-GOVERNMENTAL ORGANIZATIONS THAT RESPONDED TO THE DIRECTOR-GENERAL's REQUEST FOR INFORMATION

Category A

Association of Commonwealth Universities
Education International
European Academy of Arts, Sciences and Humanities
International Federation of Journalists
World Association of Girl Guides and Girl Scouts
World Federation of Trade Unions
World Organization of the Scout Movement

Category B

Asian Mass Communication Research and Information Centre
Caritas Internationalis
Catholic International Education Office
Consultative Council of Jewish Organizations
Ecumenical Institute for the Development of Peoples
Friends World Committee for Consultation - (Quakers)
International Association of Charities
International Baccalaureate Organization
International Catholic Child Bureau
International Catholic Girls' Society
International Council for Organizations of Folklore Festivals and Folk Arts
International Council of B'nai B'rith (International B'nai B'rith Centre)
International Council of Jewish Women
International Council of Women
International Federation of Business and Professional Women
International Federation of Resistance Movements
International Federation of University Women
International Humanist and Ethical Union
Mediacult - International Research Institute for Media Communication and Cultural Development
Pax Christi International
Sri Aurobindo Society
Women's International League for Peace and Freedom
World Conference on Religion and Peace
World Education Fellowship
World Jewish Congress
World Press Freedom Committee
World Union of Catholic Women's Organizations
World Young Women's Christian Association

Category C

All-Africa Students' Union
European University Centre for Peace Studies
International Federation of Rural Adult Catholic Movements
International Federation of Social Workers
International School Psychology Association
International Union of Anthropological and Ethnological Sciences
United World Colleges
World Association of Manufacturers and Distributors of Educational Material
World Hindu Federation

Others

Foundation for International Studies
Latin American Institute for Educational Communication
Latin Union